NASH Conference, Kentucky Delegation

Workgroup Session, 7/25/05
Loews Annapolis Hotel/Conference Center

Dual Credit and Other College-Level Course Offerings

- **Issues:**

  - Tension between colleges/universities and area community/technical colleges

  - Local district policy considerations on dual credit, transcripts, grading, attendance, etc.

  - Post-secondary policy considerations on student age, special education support, registration processes, etc.

  - State expectations (standards) for such programs

  - Equity

  - Teacher certification

  - ADM vs. ADA

  - Financial assistance

  - Support for struggling students

  - Curricular Articulation 10th – 14th grade

  - Comprehensive student support programs including individual advising with full information

  - Admissions criteria

  - Equitable access to virtual/distance learning include KVHS and KVU

  - State-wide articulation agreements for high school pathways to post-secondary programs

  - Flexibility for local districts

  - Commitment on part of postsecondary. faculty to use diverse learning strategies to meet needs of all students in dual credit courses

➢ Joint planning around logistics of school calendars, registration, student id's, attendance & grade reporting, transportation, parking

- **Objectives:**

  ➢ Provide just-in-time post-secondary learning opportunities for all students

  ➢ Improve the senior year experience

  ➢ Provide seamless transition between high school and postsecondary institutions in terms of curriculum, instruction, socialization

  ➢ Remove barriers to equitable access to postsecondary education for Kentucky students of color and students of poverty

- **Next Steps:**

  ➢ Establish a dual-credit task force under umbrella of state P-16 Councils, which should include:
      ❖ KDE high school refocusing staff
      ❖ Finance officers from postsecondary
      ❖ Finance officers from KDE
      ❖ Local district Director(s) of Pupil Personnel
      ❖ Prichard Committee
      ❖ KHEAA
      ❖ EPSB
      ❖ People from existing programs around the state
      ❖ Students (alumni) of dual credit programs

  ➢ Gather data on existing programs

  ➢ Find ways to fund programs based on need

  ➢ Roll out models to encourage more high schools and postsecondary institutions to participate